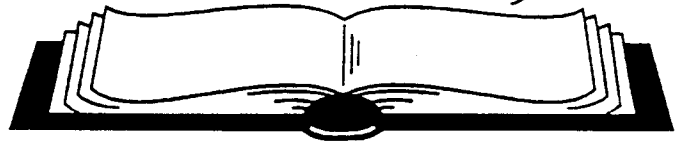


NEW JERSEY

1999-2000
Guidelines and
Application**BEST
PRACTICES****Deadline for Application to County Office:**
NOVEMBER 22, 1999

Category	World Language	(Application is limited to one category. See page 3 for details.)	
Practice Name	WINTER CARNAVAL		
Number of Schools with Practice	1	(If more than one school or district, read and complete information on page 2.)	
County	Bergen		
District (Proper Name)	Midland Park	School District	
District Address	street/p. o. box 31 Highland Avenue city Midland Park New Jersey zip code 07432		
District Telephone	(201) 444-1400	Fax (201) 444-3051	Email
Chief School Administrator	Frederick M. Triano, Jr., Acting Superintendent		
Nominated School #1 (Proper Name)	MIDLAND PARK HIGH SCHOOL		
School Address	street/p. o. box 250 Prospect Street city Midland Park New Jersey zip code 07432		
School Telephone	(201) 444-7400	Fax (201) 444-0352	Email
School Principal	Roger A. Fitzgerald		
Program Developer(s)	Bonnie Fox Platter		
Chief School Administrator's or Charter School Lead Person's Signature	<i>Frederick M. Triano, Jr.</i>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLYApproved: ☒ Yes ☐ No County Superintendent's Signature*Jason P. Graham*

NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION

Application Requirements:

- ◆ **RESPONSES** to the information and the statements below must be **ANONYMOUS**. No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable) and 4 and **THE NUMBER OF LINES SPECIFIED FOR RESPONSES** to the statements. Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format**. **Ten-point or larger computer font** or **twelve-pitch or larger typewriter font** must be used. (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages**. **Keyboard the statement followed by the response**. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on **one side of the page**. The information on pages 1 and 2 (if applicable) must be printed or copied on **one side of the page**. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the **district chief school administrator or charter school lead person**, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by **November 22, 1999**, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input checked="" type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels <u>9-10-11</u> _____ _____ _____	Practice Name <u>Winter Carnaval</u> _____ Number of Schools with Practice <u>1</u> Number of Districts with Practice _____

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input checked="" type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.
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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.

Objectives:

1. To promote French Canadian culture to French students and the entire school.
2. To integrate sports, music, art, and the French language to simulate a celebration of Winter Carnaval in Québec, Canada.
3. To synthesize French by utilizing winter vocabulary and appropriate French grammar.
4. To work cooperatively in French teams

The classroom windows open to the cold, winter air, with French Canadian music playing as the students enter the classroom for their new lesson. This exciting tradition of a cultural immersion is repeated year after year. Students look forward to the year that they can be involved in the planning process, since they have been spectators since the 7th grade..

Winter vocabulary, typical of this region of the world, is first introduced to the French II students. As they read about the festivities during this joyous time in Québec, Canada, students envision this year's celebration at their high school. Upon completion of the grammar portion of the lesson, the preparations begin.

The unit is designed to reach multiple intelligences, therefore various activities are used to create the enthusiasm needed to pull this off each year. For example, the artistic learner puts many hours into creating a replica of an ice sculpture, as seen in the big competitions in Québec. The musical learner is proud to sing the Carnaval song over the loud speaker during homeroom. Linguistic learners enjoy the vocabulary lists and writing their descriptions for the "Reine"(Queen) and "Bonhomme"(Snowman mascot)contest. Nothing is enjoyed more than the kinesthetic learner playing the championship Ballon-Balai (Broom-ball) game in the snow.

From the onset, each activity proves to be innovative because the students are the planners, creators, participants and ambassadors of this event. The entire school looks forward to seeing who will be Bonhomme from the French III class. The tradition also calls for a vote for the Reine and her Duchesses. Big posters displaying the candidates' pictures and bios in French are hung in the main office window for all to see and read. Each student has the opportunity to color Bonhomme and hang their masterpiece in the hallways.

The highlight of the Carnaval celebration is the championship Ballon-Balai game. Two captains are selected by their classmates and strategies are discussed. They must practice vocabulary since no English is allowed during the game, or any other time at these levels. Words such as *penalty, pass me the ball and defense* are taught, not only to the participants, but to the selected teacher/referee(who may not know a word of French). Penalties are given by the ref for English spoken. Parents are invited to watch the game and send in refreshments and, of course, a broom. Classes from other disciplines are invited to serve as spectators so that they may cheer on their favorite team.

Access to the Internet from the classroom was a new addition last year. We found the exact dates and entire Carnaval program in French. Copies were shared with the classes as they pretended to just arrive for the holiday in Québec. Carnaval activities would be chosen based on their reading comprehension of the newly acquired language.

Several local newspapers even featured our event with pictures and descriptions,

especially the year of the big snow storm. Several years, the French students traveled to Montréal and Québec, Canada as the culminating activity to the unit. They observed real ice sculptures, Bonhomme in every store window, and could not believe that the Québécois people really sing the Carnaval song!

2. Describe the educational needs of students that the practice addresses and how they were identified. List the Core Curriculum including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standards.

Standard 7.1 All students will be able to communicate at a basic literacy level in at least one language other than English.

Standard 7.2 All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English.

As teachers of a world language, it is our responsibility to create excitement and a passion for learning another language other than English. We must create the opportunity for speaking and writing French both formally and informally. Since French Canada is our neighbor and a strong business partner of the United States, it is our duty to enlighten French students, as well as the entire school population, about the cultural traditions of this region. So, for two weeks in February, our textbook comes alive as we enact Winter Carnaval in Québec.

During the preparation time, these beginner and intermediate level students communicate in the target language. While the class prepares the Bonhomme and Reine posters, vocabulary words of assembly and art supplies are needed. The groups work in their homes on the ice sculptures and tell anecdotes of their French-speaking time together. Research is completed to make these sculptures as authentic as possible, including ice hockey players, parades with floats and Bonhomme himself.

Students that have traveled with me to Québec come in to share experiences and pictures to help the class envision this festive time of the year. These mini-lessons are done in French for their peers.

Grammar becomes real as it is infiltrated into a fun activity such as Carnaval. As the students play ballon-balai, command forms of the verbs must be utilized. A student may need to yell, "Shoot!", or "Pass it to me!" Even the team members who are temporarily on the sidelines make up cheers in French to cheer on their teammates.

This practice incorporated the goal areas of the National Standards, such as: communicating in languages other than English, connecting with other disciplines and gain knowledge of other cultures.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

The group/interactive skills were monitored throughout the preparation of this major event. Cooperation, investigation, imagination and participation were important components of their participation grade. A positive attitude on the part of all the students helped insure success of Carnaval and promote learning.

Imagine the self-esteem that is boosted and the confidence one must possess to walk around all day in a snowman or queen costume! The Reine, Bonhomme and 7 Duchesses greet the teachers and students as they enter the main doors of the high school. They have been practicing their wave for days so they may give honor to their position. Each student in the French II or III class is very willing to explain the happenings to a non-French-speaking student, teacher or administrator.

The index cards written by the candidates for Queen and Bonhomme are corrected for spelling, sentence structure, clarity of ideas and grammatical accuracy before they are hung in the main office window. Captains are selected who must plan strategies with their teammates in French prior to the big game. Team members look up vocabulary words in the dictionary and plan for what they may need while playing Ballon-balai.

The videotape is shown after the day is complete so that they may all listen to their French. Team captain, the queen and the bonhomme all describe their purpose at Carnaval for the camera. This is improvised and provides the opportunity for risk-taking in the language, as well as listening comprehension of the audience.

Before the game begins, the two teams(French II and III) must sing the Canadian National Anthem in French(O, Canada). The words are not easy, but this has been practiced prior to the big day. If the field is snow-covered, they put into practice all their snow vocabulary, and, if not so lucky, it is always cold so that they may discuss the weather in French.

French II students write a composition which highlights all the splendor of these two weeks. It is evaluated for adjectives, adverbs, verbs and winter vocabulary which were taught during the unit. Ultimately, the students are interviewed by the school reporters for an article in the school newspaper.

The vocabulary, grammar and culture are intertwined to make language something real and not just a chapter in a book. It has been a thrilling, fun activity each year and I hope to continue this French immersion in the future and, perhaps, invite other schools to join us in the celebration.